

analyst, in his play with the child, allows himself to represent each and every aspect of the conflicting forces in the child's inner life, as the child himself takes on this or that complementary part in the played out drama, the educator's function is mainly that of super-ego. The analyst may sometimes play out the bad self of the child, sometimes the cruel parent, at other times the real good, or real strict parent, but the educator can only help the child by her willingness to act stably as a wise parent.¹ Not the more primitive parent of the deepest phantasies, but the mild, tolerant, friendly parent who is very close in his qualities to the world of reality, that is to say, whose *actual* values and judgments are measured and appropriate and well based. I shall develop this point in specific detail in the next chapter, and touch upon it here only for the purpose of contrasting the educator and analyst.

These three deep and essential contrasts having been drawn between the work of the educator and the analyst, it should be clear that no one person can combine the two functions to the same child, and that, moreover, it will be an unwise thing for a teacher or a mother or a person in a real relationship of authority to a child to attempt to undertake the work of an analyst, even by ever so little. An admixture of education and analysis tends to ruin both, and can do little for the child but confuse and bewilder him, and increase his conflicts.

One does, every now and then, meet people in ordinary social life who have read books about psycho-analysis, or even taken a little dose of the treatment, and who amuse themselves and others by lightning darts at the complexes of their acquaintances, adopting a superior air of knowing all about the motives, even the worst ones, of other people.

Such a thing *may* be amusing in ordinary circumstances, and perhaps does no special harm. But in the relation of teacher and child, or parent and child, it does serious harm.

The point needs to be made because there are quasi-educators going about who do attempt to educate by a sort of analysis, as well as to analyse by a sort of education.

I have myself seen a series of notes kept by one or two people

¹ Again, I do not mean that the educator has to be deliberately superior and constantly didactic. The best educators are indeed those who can wear their parental responsibilities lightly, without shirking them, and can talk and play with children on an equal human footing.